



Oral History as Heritage

Component	Description
Title of Lesson	Oral History as Heritage
Content/Subject Area	African American History, U.S History
Context	In this lesson students will learn about oral history as a sources for learning about the past. They will listen to oral histories of people who migrated to Philadelphia from the South in the 20th century. While the oral histories provide insight into various aspects of life, the unifying focus is voting. When researching African-American suffrage, most sources speak to the Southern experience. We miss out on the experiences and impact of the electorate in the North after the passing of the 15th Amendment. As one of the largest African-American communities in the country, Philadelphia has rich oral histories from which we can gain perspective on voting in the North.
Duration	4-5 class periods (aspects of this lesson may be completed as homework)
Objective	SWBAT take notes on important aspects of an oral history IOT write an analysis of the history provided.
Standards	<p><u>CCSS.ELA-Literacy.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><u>CCSS.ELA-Literacy.RH.9-10.6</u> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time,</p>

	<p>applying context of events.</p> <p>8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)</p> <p>8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p>
Anticipatory Set	<ol style="list-style-type: none"> I. Warm-up: Pick a recent school event or class activity that everyone experienced. Ask students to write down what happened and how they felt during the event/experience. II. Students share their warm-up responses with at least three people. III. Discuss as a large class: <ol style="list-style-type: none"> A. How were your accounts similar? Different? B. If I were a historian trying to put together the most accurate account of this event, who would your stories help me? What do your stories not provide me with? What else would I need?
Instruction	<ol style="list-style-type: none"> IV. Transition by explaining that in order to write history, historians rely on various sources to put together the fullest account possible. One of the type sources that historians use is oral history. <ol style="list-style-type: none"> A. Linda Shopes defines oral history as “To summarize: oral history might be understood as a self-conscious, disciplined conversation between two people about some aspect of the past considered by them to be of historical significance and intentionally recorded for the record.” V. Explain that in this lesson students will listen to oral histories of African-Americans who migrated to Philadelphia or have long family history here. We’re going to focus especially on their experiences voting.
Instruction	<ol style="list-style-type: none"> VI. Give students graphic organizer & analysis instructions (SEE APPENDIX A). VII. Listen to one oral history as a class. (SEE APPENDIX B for options). Give students a copy of the transcript or project the transcript on the board. As you listen, pause and model use of graphic organizer, specifically: <ol style="list-style-type: none"> A. Asking questions that could lead to other research B. Taking notes on the following three concepts: <ol style="list-style-type: none"> 1. Identity of the interviewee

	<p>2. Life in Philadelphia 3. Voting</p> <p>VIII. Students practice writing an analysis of the interview.</p>
Independent Practice	<p>IX. Students pick one (or are assigned) one of the interviews (SEE APPENDIX B). They will listen to it and fill out the graphic organizer (SEE APPENDIX A).</p> <p>A. <u>Teacher note</u>: This can be done in class or as homework. If technology is an issue, create a handout that includes excerpts from the interview transcriptions. Excerpts should include the accounts of voting.</p> <p>X. Students write analysis (See APPENDIX A).</p>
Closure	<p>XI. Students generate 3 new things that they learned, 2 descriptions of voting experiences, and 1 question that they still have.</p> <p>XII. Students share as a class. Someone creates a list of what is shared.</p> <p>XIII. Ask students to observe the list and share what they notice.</p> <p>XIV. Closing question: What is the value of oral history?</p>
Assessment	<ul style="list-style-type: none"> ● Graphic organizer ● Written analysis of oral history ● Class discussion
Key Terms	<ul style="list-style-type: none"> ● Interviewee ● Interviewer ● Oral History ● Ballot ● Poll ● Republican and Democratic party: in the oral histories provided, interviewers often ask interviewees whether they voted democrat or republican. This is significant because Republicans were elected into power throughout the first half of 20th century. Students may be confused because today's party platforms are different than the ones described in the interviews. This may be a question that students have.
Resources and Materials	<p><u>Materials</u>:</p> <ul style="list-style-type: none"> ● Teacher will need speakers for guided practice. ● Students will need access to internet to listen and read interviews independently. ● Graphic organizer and written analysis instructions (See Appendix A). ● List of oral histories (See Appendix B).

APPENDIX A

Student Name:

Notes on Oral History

Name of Interviewee	
Name of Interviewer	
Date of Interview	

Questions that you have

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Notes on the Interviewee's Identity & Important Experiences

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Notes on Life in Philadelphia

Notes on Voting and Politics

Instructions for written analysis: Write at least one paragraph for each section below. Use the guiding questions to generate analysis.

- 1) Who is the interviewee?
 - a) What effect might the interviewee's social identity and position have on the interview?
 - b) What influences--personal, cultural, social--might shape the way the interviewee expresses himself or herself?
- 2) Evaluate the interviewer.
 - a) How do the interviewer's questions shape the story told?
 - b) How adept is the interviewer in getting the narrator to tell his/her story in his/her own way?
 - c) How might the dynamic between narrator and interviewer affect what is said in the interview?
- 3) What has been said in the interview?
 - a) What's the plot of the story that the interviewee tells?
 - b) What does this tell us about the way the narrator thinks about his/her experience?
 - c) What images, anecdotes does the narrator use to encapsulate experience?
 - d) What can this tell us about how the narrator thinks about his/her experience?
 - e) What does the narrator avoid or sidestep?
 - f) What topics does the narrator especially warm to, or speak about with interest, enthusiasm, or conviction?
 - g) What might this tell us?
 - h) Are there times when the narrator doesn't seem to answer the question posed?
 - i) What might be the reason for this?
- 4) Voting
 - a) What have you learned about voting and democracy through the interview?
 - b) Compare and contrast the voting experiences in the two oral histories that you listened to.

APPENDIX B

All links include a short biography of the interviewee, recording of the interview ranging from 1-1.5 hours long, an index, and a transcript. All oral histories are housed on the website called “Goin North”. Find out more about the project here: <http://goinnorth.org/about>.

1. Idelle Truitt Elsey: <http://goinnorth.org/idelle-truitt-elsey-interview>
2. Bessie Yancey: <http://goinnorth.org/bessie-yancey-interview>
3. Kitty Woodard: <http://goinnorth.org/kitty-woodard-interview>
4. Marie Mathis: <http://goinnorth.org/marie-mathis-interview>
5. Max Martin: <http://goinnorth.org/max-martin-interview-2>
6. Milo Manly: <http://goinnorth.org/milo-manly-interview>
7. George Madison: <http://goinnorth.org/george-madison-interview>
8. Jack Jones: <http://goinnorth.org/jack-jones-interview>
9. Fannie Hutchinson: <http://goinnorth.org/fannie-hutchinson-interview>
10. Fletcher & Utensie Hillians: <http://goinnorth.org/hillians-interview>
11. Leon Grimes: <http://goinnorth.org/leon-grimes-interview>
12. William Fields: <http://goinnorth.org/william-fields-first-interview>

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